



UNITED STATES DEPARTMENT OF EDUCATION

The Honorable Mark Murphy  
Secretary of Education  
Delaware Department of Education  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639

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APR 25 2014

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Dear Secretary Murphy:

During the week of September 16-20, 2013, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) reviewed the Delaware Department of Education's (DDOE) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to two schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED's final monitoring report based upon this review.

The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observation*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The DDOE has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the DDOE to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions.

Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that program's grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected. When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the DDOE is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in Delaware at the time and locations of ED's onsite review. The DDOE may receive further communication from ED that will require it to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank Susan Haberstroh and her staff for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in Delaware.

Sincerely,



Scott Sargrad  
Deputy Assistant Secretary for Policy and Strategic  
Initiatives  
Office of Elementary & Secondary Education

Enclosure

cc: Susan Haberstroh  
Ted Jarrell

**DELAWARE DEPARTMENT OF EDUCATION**  
**Targeted Monitoring Review of School Improvement Grants (SIG) under**  
**Section 1003(g) of the Elementary and Secondary Education Act of 1965**  
**September 16-20, 2013**

**SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR THE DELAWARE**  
**DEPARTMENT OF EDUCATION**

<b><u>BACKGROUND</u></b>						
<b>Models</b>	<b>Number of SIG Schools Implementing the Model - Cohort I</b>		<b>Number of SIG Schools Implementing the Model - Cohort II</b>		<b>Number of SIG Schools Implementing the Model - Cohort III</b>	
Turnaround	0		0		0	
Transformation	2		4		7	
Restart	0		0		0	
Closure	0		0		0	
<b>Tier</b>	<b>SIG-eligible Schools</b>	<b>SIG-funded Schools</b>	<b>SIG-eligible Schools</b>	<b>SIG-funded Schools</b>	<b>SIG-eligible Schools</b>	<b>SIG-funded Schools</b>
Tier I	5	0	5	4	6	5
Tier II	6	2	5	0	4	2
Tier III	0	0	0	0	0	0

<b><u>MONITORING TRIP INFORMATION</u></b>	
<b>Monitoring Visits and Award Amounts</b>	
<b>SEA Visited</b>	Delaware Department of Education
<b>Total FY 2009 SIG Allocation</b>	\$10,575,666 (total) \$8,948,688 (ARRA); \$1,626,978 (Regular)
<b>Total FY 2010 SIG Allocation</b>	\$1,544,373
<b>Total FY 2011 SIG Allocation</b>	\$1,546,756
<b>Total FY 2012 SIG Allocation</b>	\$1,550,685
<b>LEA Visited</b>	Red Clay School District
<b>LEA Information</b>	Cohort 1: 0 schools awarded Cohort 2: 0 schools awarded Cohort 3: 4 schools awarded \$2,982,966.41
<b>School Visited</b>	Lewis Dual Language Elementary School
<b>School Information</b>	Model: Transformation Cohort: 3 School-Level Award: \$739,580.27
<b>LEA Visited</b>	New Castle County Vocational Technical School District
<b>LEA Information</b>	Cohort 1: 0 schools awarded Cohort 2: 1 schools awarded \$1,058,066.05 Cohort 3: 0 schools awarded
<b>School Visited</b>	Howard High School of Technology
<b>School Information</b>	Model: Transformation Cohort: 2

	School-Level Award: \$1,058,066.05
<b>Staff Interviewed</b>	
➤	<b>Delaware Department of Education Staff</b>
➤	<b>Red Clay School District Staff</b>
➤	<b>Lewis Dual Language Elementary School Staff:</b> Principal, School Leadership Team, 6 Teachers, 6 Parents, Students, and 5 Classroom Visits
➤	<b>New Castle County Vocational Technical School District Staff</b>
➤	<b>Howard High School of Technology Staff:</b> Principal, School Leadership Team, 6 Teachers, 5 Parents, Students, and 5 Classroom Visits
<b>U.S. Department of Education Staff</b>	
<b>Team Leader</b>	Carlas McCauley
<b>Staff Onsite</b>	David Yi, Janine Rudder, Alma McPherson, Christine Pilgrim

## OVERVIEW OF MONITORING PROCESS

The following report is based on U.S. Department of Education’s (Department) on-site monitoring visit to Delaware from September 16-20, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools.

The *School Improvement Grant (SIG) Monitoring Report* provides feedback to the Delaware Department of Education on its progress in implementing the program effectively, and in a manner that is consistent with the SIG final requirements, authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in *Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (March 2012)*. The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. The report consists of the following sections:

- **Background Information:** This section highlights significant achievements in the Delaware Department of Education’s implementation of the SIG grant. This section also includes a brief overview of the Delaware Department of Education’s structure and vision for SIG implementation.
- **Summary of Delaware Department of Education’s Implementation of SIG Critical Elements:** This section provides a summary of the SEA’s progress in implementing SIG and is based on evidence gathered during the monitoring visit on September 16-20, 2013 or through written documentation provided to the Department.
- **Technical Assistance Recommendations:** This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.
- **Monitoring Findings:** This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

## BACKGROUND INFORMATION

### Highlights of Delaware Department of Education’s Implementation of SIG

#### Delaware Department of Education Highlights

- The Delaware Department of Education provides comprehensive technical assistance and oversight to its LEAs and SIG schools. The SEA has monthly visits to LEAs to discuss challenges and next steps, conduct walkthroughs, and share best practices with schools. The monitoring incorporates both implementation and data indicators to measure schools’ progress.
- Offices within the Delaware Department of Education collaborate to ensure that effective implementation is taking place at SIG schools. In particular, the School Turnaround Unit and the Education Supports & Innovative Practices Branch work together to support the SIG application process, implementation support, and monitoring.
- The Delaware Department of Education has ensured that new teacher and principal evaluation systems that incorporate student growth data have been fully implemented in all SIG schools. LEAs and schools stated that the criteria in which they are measured against are clear and that training provided by the SEA was helpful.

#### Red Clay School District/Lewis Dual Language Elementary School Highlights

- Lewis Dual Language Elementary School has made major changes in restructuring and realigning its Spanish and English curriculum so that instruction in each language complements one other. The dual language curriculum is now structured so that math and science are taught in Spanish while language arts and social studies are taught in English.
- Lewis Dual Language Elementary School has improved its school climate by implementing a school-wide behavior management system that includes incentives and positive reinforcements. Students receive “Buzzy Bucks” for positive behaviors which they can redeem for prizes. The system is implemented with consistency and students stated that they find the incentives meaningful.
- Red Clay School District provides on-site technical assistance and support to SIG schools that are tailored to each school’s needs. The support includes regular reviews of the schools’ plans and budgets, analysis of data, and walkthroughs of classrooms.

#### New Castle County Vocational Technical School District/Howard High School Highlights

- Howard High School has created leadership opportunities for teachers that allow them to acquire more responsibility, resulting in an organizational structure based on shared leadership. Teacher-leaders develop and conduct the majority of professional development provided to teachers, attend conferences to build the schools’ capacity, and plan school climate initiatives. Teacher-leaders are selected, in part, based on student achievement data.
- Howard High School has instituted an academic tutorial period as an intervention strategy for special education and struggling students. Students attend this period twice per week and are provided supplementary math and English instruction. The content covered in academic tutorial periods are based on classroom assessment and standardized test data.
- The New Castle County Vocational Technical School District developed a multipronged approach to recruit and retain teachers including: monetary incentives to attract teachers to

Howard; a partnership with the University of Delaware; and competitive stipends for teacher-leaders.

### **Delaware Department of Education Structure**

The Delaware Department of Education has staff members from its Education Supports & Innovative Practices Branch and School Turnaround Unit (STU Crew) working to implement SIG. Staff from the Education Supports & Innovative Practices Branch mainly focus on the application process, grant administration, and fiscal issues while the STU Crew provides on-site implementation and technical assistance support to schools and districts. The majority of Delaware's schools that receive SIG funds are also a part of Delaware's Partnership Zone.

## **SUMMARY OF THE DELAWARE DEPARTMENT OF EDUCATION’S IMPLEMENTATION OF SIG CRITICAL ELEMENTS**

### **Application Process**

During the Fiscal Year (FY) 2011 School Improvement Grant (SIG) competition, the Delaware Department of Education (DDOE) made awards to Local Education Agencies (LEAs) in accordance with the process and timeline outlined in its approved SIG application. The DDOE notified LEAs with SIG-eligible schools about the SIG application process by email and also included information in its Title I newsletters that were distributed to LEAs. The DDOE also conducted webinars to walk LEAs through the application process and members of the DDOE’s School Turnaround Unit (STU Crew) provided LEAs individualized technical assistance. In interviews, LEA staff stated that the DDOE was consistently accessible throughout the application process and offered timely feedback.

Since awarding the grants, the DDOE has received requests from LEAs to amend their SIG application. As part of the application amendment process, LEAs must submit a request that includes a justification for why the amendment is needed. The DDOE program and fiscal staff review the request to ensure that requests are reasonable and allowable before amendments are granted.

### **Implementation**

#### **Red Clay School District/Lewis Dual Language Elementary School**

Red Clay School District identified in Lewis Dual Language Elementary School’s needs assessment that restructuring the dual language program, providing more targeted professional development, and creating a community-oriented school as the major areas of concern.

In Lewis Dual Language Elementary School’s SIG application, the school indicated that it would restructure its dual language program by addressing the alignment of the Spanish and English curriculum and also work with teachers to make sure they implemented the curriculum with fidelity. In interviews, school administration and teachers stated that the school made major changes in restructuring and realigning its Spanish and English curriculum so that instruction in each language complemented one other. Unlike the past, where students often received duplicative lessons in both Spanish and English because there was not a clear curriculum, math and science are now taught in Spanish while language arts and social studies are taught in English. Teachers said that they now collaborate more frequently to ensure that instruction in both languages is aligned and feel like the restructured program is better supporting student learning.

To provide more targeted professional development, Red Clay planned to utilize programs and strategies that addressed the needs of individual teachers as well as use global and ongoing professional development to address overarching needs of the school. In interviews, teachers stated that the number of professional development opportunities available has increased. They

stated that a lot of the professional development has been focused on implementing the Sheltered Instruction Observation Protocol (SIOP) model to support the implementation of the dual language program. The school also instituted professional learning communities that meet twice a week to foster more collaboration. Although the school has offered some professional development on Response to Intervention (RTI), school officials stated that teachers are still struggling with using data to inform differentiated instructional decisions and implementing RTI.

To create a community-oriented school, the school proposed forming parent outreach programs and providing more services in Spanish to reduce the language barrier for parents. In interviews, school administration stated that parental involvement has increased at the school. A Parent Teacher Association was started and numerous events, such as a beginning of the school year block party, Saturday literacy nights, and cultural celebrations were also created. Most events were held in both Spanish and English and a monthly newsletter in both languages was also sent to parents.

In addition to addressing the major areas of concern in the needs assessment, Lewis Dual Language School implemented a new teacher and principal evaluation system that incorporated data on student growth, instituted a system of rewards for staff that have increased student achievement (\$1000 bonus for teachers if the school met annual yearly performance goals), and worked with organizations such as the Embassy of Spain, Delaware Teaching Fellows, and Teach for America to support recruiting and placing staff in the school.

In interviews, Red Clay School District indicated that it struggled with hiring a principal at Lewis Dual Language Elementary School to lead SIG implementation. The LEA could not clearly articulate the criteria it used to hire and place the principal at the school. Additionally, in another one of Red Clay School District's SIG-awarded schools, the LEA was unable to find a qualified principal candidate even though it conducted a nationwide search. The LEA subsequently appointed the assistant principal as principal.

Red Clay School District also indicated that it has struggled with and would like additional support around instructional support for English Learner students.

Lewis Dual Language Elementary School did not increase learning time in accordance to SIG requirements.

### **New Castle County Vocational Technical School District/Howard High School**

New Castle County Vocational Technical School District identified instituting instructional reform, extending learning time, and enhancing community and parent engagement as some of the major areas of focus for Howard High School.

In its application, Howard High School indicated that it would institute instructional reform by implementing initiatives to better support teachers. The school planned to institute Small Learning Communities (SLC) to allow teachers to collaborate and focus more on student learning, implement Learning-Focused Strategies (LFS) to support teachers during planning, and provide more tailored professional development for teachers. In interviews, school administration stated that grade-level academies were created which have allowed teachers to

have more collaboration opportunities. All teachers were given common planning time to work with other teachers who teach students in the same subject while ninth and tenth grade teachers were also given common planning time to work with their grade-level teachers. Teachers stated that the additional common planning time has allowed the faculty to have more discussions that focused on individual student needs. Additionally, teachers stated that professional development sessions on Learning-Focused Strategies were useful and helped teachers plan lessons that were more rigorous and better-aligned to standards. According to school administration, the Instructional Leadership Team, which is comprised of both teachers and administrators, took the lead in developing tailored professional development for teachers. Teachers stated that professional development has been relevant and useful because topics are often chosen based on issues that are brought up during SLC meetings and are often led by other teachers. Teachers also stated that their mentorship and peer to peer programs are available for new and struggling teachers.

To extend learning time, Howard High School planned to add a class period into the school day to allow students with skill gaps to receive additional support in core content areas. In interviews, school administration stated that Howard High School's school day was lengthened. Prior to SIG, the school day went from 8:20 AM to 2:50 PM. Since implementation of the model, the school day now goes from 7:45 AM to 3:04 PM. As part of the longer school day, Howard High School added an extra period to serve as an academic tutorial period for special education and struggling students. Students attend this period twice per week and are provided supplementary math and English support through the previewing and reviewing of content covered in class. The content covered in academic tutorial periods are based on classroom assessment and standardized test data. Additionally, teachers stated that the extended school day has allowed them to meet in Small Learning Communities more frequently.

Finally, to enhance community and parent engagement the school proposed creating a Parent Outreach Coordinator position. In interviews, school administration stated that the Parent Outreach Coordinator has helped the school do a better job getting parents invested in their children's academics by regularly contacting parents about upcoming events and having discussions with parents who have students that are struggling academically. The school is also planning to build a parent resource room to provide more support for parents.

In addition to addressing the major areas of concern in the needs assessment, Howard High School implemented a new teacher and principal evaluation system that incorporates data on student growth. The school also instituted a system of rewards for staff that have increased student achievement. Through a Race to the Top initiative, teachers who are rated highly effective can receive incentives of up to \$10,000. Teachers can also receive a monetary bonus if the school makes its annual yearly progress goals. New Castle County Vocational Technical School District also offered signing bonuses to recruit and place staff at Howard High School and provided stipends to staff who serve as teacher-leaders.

In interviews, the LEA indicated that Howard High School implemented, but struggled with hiring a principal to lead SIG implementation. The original principal that was hired to lead the turnaround efforts was replaced in the middle of the first year of implementation. The LEA

decided to elevate the assistant principal to the principal position because they believed he possessed the qualifications, background, and skills to lead the turnaround efforts.

### Fiscal

The DDOE did not reserve any of its FY 2009 ARRA or regular funds for SEA-level activities. However, the DDOE did reserve five percent of the State's FY 2010, 2011, and 2012 SIG allocation and used its reservation to pay for a portion of the salaries of two staff members.

The DDOE ensures that SIG funds are spent on allowable activities through the management and oversight processes of the DDOE's program and budget office. Staff members review LEA and school budgets to ensure that all funds are used for their intended services, are allowable, reasonable, and necessary, and are aligned to activities in the approved SIG plans. The DDOE also periodically asks LEAs to submit evidence of purchase orders and contracts to ensure that funds are being spent in accordance to the SIG plan. If an LEA or school wants to amend their budget, they must submit a formal request to the DDOE that includes a justification for why the amendment is needed. The DDOE program and fiscal staff review the request to ensure that requests are reasonable and allowable before budgets amendments are granted.

To ensure that its LEAs adhere to proper accounting of time and attendance for SIG paid staff and maintain equipment and materials purchased with SIG funds, the DDOE reviews these activities during its monitoring process.

### Technical Assistance

#### **Delaware Department of Education**

In interviews, the DDOE stated that it had monthly visits with LEAs to discuss challenges and next steps, conduct walkthroughs, and share best practices with schools. Through these visits, the DDOE determines what type of technical assistance each LEA and school needs. LEAs and schools stated that the technical assistance by the SEA was helpful and that the relationship with the SEA was collaborative and supportive to address LEA and schools' needs.

The DDOE also reported that offices within the department collaborate to ensure that effective implementation is taking place at SIG schools. In particular, the School Turnaround Unit and the Education Supports & Innovative Practices Branch work together to support the SIG application process, implementation support, and monitoring.

#### **Red Clay School District/Lewis Dual Language Elementary School**

In order to provide targeted support to struggling schools, Red Clay planned to establish a new District Turnaround Office (DTO) to manage and support all SIG schools. In its SIG application, Red Clay proposed that the DTO would be in charge of coordinating, managing, and evaluating the various initiatives, strategies, and timelines associated with the implementation of the SIG program. The DTO's core functions would be to attract and support partner organizations, coordinate school support, foster human capital, lead accountability and oversight, and ensure schools had adequate resources.

In interviews, Red Clay School District stated that the DTO only has one staff member, the Director of School Turnaround. However, staff from Lewis Dual Language Elementary School described the technical assistance it received from the DTO as helpful. School administration stated that the DTO provided intensive, on-site technical assistance and support that addressed their needs. The support included regular reviews of the schools' plans and budgets, analysis of data, and walkthroughs of classrooms.

### **New Castle County Vocational Technical School District/Howard High School**

In its SIG application, the New Castle County Vocational Technical School District proposed supporting Howard High School by having regular meetings between district-level administrators and school administration to determine if initiatives were being implemented with fidelity, monitored effectively, and funded sufficiently. In interviews, the LEA stated that these meetings occur on a monthly basis and are used to discuss the needs and progress of the school. Many district staff members also participate in the DDOE's monthly visit. Howard High School administrators stated that they believe the LEA has been supportive and responsive to the school's needs and technical assistance requests.

### **Monitoring**

In its approved application the DDOE indicated that it would conduct quarterly progress monitoring of LEA and schools' formative measures and goals, project plans, and expenditures. Additionally, the DDOE stated it would conduct an annual summative monitoring visit led by staff from the School Turnaround Unit and the Education Supports & Innovative Practices Branch.

In interviews, LEA staff reported that the DDOE conducted monthly check-in meetings to ensure that the LEA and schools were implementing interventions and expending funds according to their approved plans. LEAs submitted monthly reports to the DDOE in preparation for these meetings and areas of concern and other issues were addressed during the check-in. Additionally, LEA and schools reported that the DDOE staff conducted regular school walkthroughs during the school year and provided feedback to LEA and school leadership staff based on their observations. LEA staff reported that the DDOE also conducted a two-day comprehensive review visit at the end of the school year. During this review, the DDOE reviewed documentation, conducted walkthroughs, and interviewed different stakeholder groups including teachers and parents. Based on the comprehensive review, the DDOE provided formal feedback highlighting the strengths, weaknesses, areas of growth in the implementation of the intervention model. LEA and school teams reviewed the report to plan next steps.

### **Data Collection**

The DDOE uses its eSchool system to collect data on SIG achievement and leading indicators from LEAs and schools. The eSchool system allows the DDOE, LEAs, and schools to run data reports and analysis on a number of different data indicators such as enrollment, achievement, and discipline. The DDOE uses the data it collects to review the progress of SIG schools and inform technical assistance and monitoring decisions.

According to ED Facts records, the DDOE has not submitted some of the required achievement and leading indicator data to the Department. The DDOE has not submitted any advanced coursework or dual enrollment data from the 2010-11 to 2012-13 school year. The DDOE is also missing teacher attendance rates and school year minutes for all schools and scale score data for some schools in the 2012-13 school year.

## **TECHNICAL ASSISTANCE RECOMMENDATIONS**

### **Issue 1: Implementation**

Both Red Clay School District and New Castle County Vocational Technical School District indicated that they had difficulties recruiting and placing principals in SIG schools that had previous experience in turning around low-performing schools. Additionally, Red Clay could not clearly articulate the criteria it used to hire and place the principal at Lewis Dual Language Elementary School.

#### **Technical Assistance Strategies:**

- Connect the DDOE with the Center on Great Teachers and Leaders to provide resources on best practices around identifying principals with the requisite skills necessary for school turnaround. (Responsibility: ED)
- Provide more oversight and technical assistance to LEAs during the SIG application review regarding the principal selection and placement process to ensure LEAs have strong protocols in place. (Responsibility: DDOE)
- Ensure that SIG principals receive the necessary support for the successful implementation of the SIG intervention model. (Responsibility: DDOE)

### **Issue 2: Implementation**

Lewis Dual Language Elementary School's administration indicated that teachers were struggling with using data to differentiate instruction and implement Response to Intervention (RTI).

#### **Technical Assistance Strategies:**

- Work with the Red Clay School District to provide resources and professional development to Lewis Dual Language Elementary School on implementing Response to Intervention (Responsibility: DDOE)
- Provide technical assistance to the Red Clay School District on building staff understanding and capacity of using of multiple sources of data to inform instructional decisions and practices. (Responsibility: DDOE)

### **Issue 3: Implementation**

Red Clay School District indicated that it has struggled with and would like additional support around instructional support for English Learner students.

#### **Technical Assistance Strategies:**

- Provide technical assistance to the DDOE to assist in identifying resources on supporting English Learners. (Responsibility: ED)
- Provide technical assistance to the LEA to assist it in developing a plan for strengthening its support for English Learners. (Responsibility: DDOE)

## MONITORING FINDINGS

### Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
<b>1. Application Process</b>	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A
<b>2. Implementation</b>	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	Finding	14
<b>3. Fiscal</b>	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</i>	N/A	N/A
<b>4. Technical Assistance</b>	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A
<b>5. Monitoring</b>	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A

<p><b>6. Data Collection</b></p>	<p>The SEA ensures that data are being collected consistent with the final requirements of the SIG program. <i>[Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i></p>	<p>Finding</p>	<p>14-15</p>
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## Monitoring Area: School Improvement Grant

### **Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.**

#### **Finding:**

The DDOE has not ensured that SIG-awarded schools have increased learning time consistent with the final requirements of the SIG program. Although Lewis Dual Language Elementary shortened its breakfast time and expanded after school program offerings, it has not expanded the school day to increase core instructional time for students.

Citation: Section I.A.2 (a)(1)(viii) of the final requirements states that an LEA implementing the SIG program must “establish schedules and implement strategies that provide increased learning time.” Section I.A.3 of the final requirements defines *increased learning time* as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and, (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.” (75 FR 66363 (October 28, 2010)).

Further action required: The DDOE must submit evidence to ED that it has reviewed all LEAs implementing the transformation or turnaround model to determine that increased learning time is being implemented per the SIG requirements. The DDOE must also submit to ED a timeline and plan outlining how it will work with LEAs that are not implementing increased learning time to become compliant. Should the DDOE determine through its review that an LEA does not have the capacity to implement this requirement, the DDOE must submit to ED, prior to the 2014-2015 school year, the steps it will take to bring the LEA into compliance.

### **Critical Element 6: The SEA ensures that data are being collected consistent with the final requirements of the SIG program.**

#### **Finding:**

The DDOE did not report any advanced coursework or dual enrollment data for the 2010-11, 2011-12, and 2012-13 school year to EDFacts. Additionally, the DDOE also did not report teacher attendance and school year minutes data for all schools and scale score data for some schools for the 2012-13 school year.

Citation: Section III.A.4 of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)), states that an SEA must report on the SIG leading and achievement metrics annually, with the first report providing baseline data and each

subsequent report providing data based on the prior year of implementation of one of the four interventions. The SEA must provide such annual reports for each year for which the SEA allocates SIG funds under section 1003(g) of the ESEA.

Further action required: The DDOE must submit all missing data to ED Facts. The DDOE must submit evidence that it has submitted the missing data to ED within 30 business days of receiving a copy of this report. If the DDOE is unable to submit the data within the given timeframe, it must provide to ED a timeline and plan outlining how it will collect and submit missing data and a plan to ensure that complete data will be submitted for future reporting periods.